To: Executive Committee, Indiana Professional Standards Board

From: Anne Moudy, Chair, Licensure Review Committee

Date: May 16, 2001

RE: Recommendation on Middle School/Junior High Issues

At the request of staff, the Licensure Review Committee discussed clarifications regarding the interpretation of the Early Adolescence Generalist license and the Middle School/Junior High non-generalist license. To assist the discussion, David Kinman, a member of the original Licensure Committee, was invited to the May 28, 2002, meeting of the Licensure Review Committee to discuss the rationale of that group decision, as related to the two issues.

From these discussions, the committee is recommending two changes to the Licensure Framework. The first change is the addition of language to the Early Adolescence Generalist to help clarify the license.

If approved, the Early Adolescence Generalist license will remain the same; however, changes will be made to the comment section for this license. Currently, the comment section for the Early Adolescence Generalist license reads as follows:

Comment: The Early Adolescence Developmental Level with a notation of Generalist requires two content fields selected from the four core areas: Language Arts, Mathematics, Science, and Social Studies. The holder of the Generalist license will be eligible to teach in each of the two areas included within the holder's program of studies. The two core areas will be noted on the license in brackets ([]). The content of the core areas must fulfill the content standards that are developmentally appropriate for teaching Early Adolescence students.

Comment: It will be possible to obtain a license to teach in the middle school setting with a single content area, but not as an Early Adolescence Generalist. Any of the content areas could be matched with a school setting of middle school, or with multiple school settings. This option will be useful to institutions with specialty instructional programs in non-core areas, such as Physical Education, Music, Art, and Library Services in responding to marketplace realities.

Upon approval, the second comment would become a "Note" and read as follows:

NOTE: NON-GENERALIST MIDDLE SCHOOL/JUNIOR HIGH LICENSE

It will be possible to obtain a license to teach in the middle school setting with a single content areas, both core and non-core, but not as an Early Adolescence Generalist. Any of the content areas could be matched with a school setting of middle school, or with multiple school settings as a non-generalist.

The second recommendation is for a change to the *Licensure Framework* in the area of social studies for the middle school/junior high non-generalist. Currently, if one wanted to add social studies at the middle school/junior high school setting, he/she would need to either add social studies as a content field with three or more social studies areas or add the area as a generalist with the expectation of adding a second content area in one of the other three core contents. Based on testimony from Dave Kinman, the intent of the Licensure Committee was that the three or more social studies areas would apply to the High School setting. Further, using the Standards for the Teacher of Social Studies as the basis for their discussion, the Licensure Committee's intent was to require only one social studies area for the middle school non-generalist, but ran out of time before making this recommendation. Accordingly, the recommendation of the Licensure Review Committee is to change the social studies section of the *Licensure Framework* as follows:

(22) SOCIAL STUDIES

Content: Based on the content Standards for Teachers of Social Studies, the license will state three or more of the following for the High School setting:

Economics

Geographical Perspectives

Government and Citizenship

Historical Perspectives

Psychology

Sociology

Content: Based on the content Standards for Teachers of Social Studies, the license will state one or more of the following for the Middle School/Junior High non-generalist school setting:

Economics

Geographical Perspectives

Government and Citizenship

Historical Perspectives

Psychology

Sociology

Comment: For the high school setting, the standards are comprehensive. They encompass civic ideals, current events, economics, geographical perspectives, government and citizenship, historical perspectives, psychology, sociology, and world cultures. Candidates for a Social Studies license with a High School setting must complete preparation in each of these nine strands within the standards, with concentrated preparation in at least three content areas selected from the following: economics, geographical perspectives, historical perspectives, government and citizenship, psychology, and sociology. Candidates will be licensed to teach in each area of concentration. Civic ideals and practices, current events, and world cultures are an integral part of each content area.

Comment: For the middle school/junior high school setting, the standards are comprehensive. They encompass civic ideals, current events, economics, geographical perspectives, government and citizenship, historical perspectives, psychology, sociology, and world cultures. Candidates for a Social Studies license with a Middle School/Junior High school setting must complete preparation in each of these nine strands within the standards, with concentrated preparation in at least one content area selected from the following: economics, geographical perspectives, historical perspectives, government and citizenship, psychology, and sociology. Candidates will be licensed to teach in all areas of social studies at the Middle School/Junior High setting.

Licensure Review Committee Recommendation:

1)	The Executive Committee recommend to the full Board to a change in the Comment [AM1]: Delete 'to'				
	comment section of the Early Adolescence Generalist in the <i>Licensure</i>				
	Framework as stated for purposes of clarity.				
2)	The Executive Committee recommend to the full Board to a change in the Social Comment [AM2] : same comment				
	Studies section of the <i>Licensure Framework</i> as stated.				
Executive Committee Action:					